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An Evaluation of the Impact of the Graduate Fellowship Program in the Education of the Mentally Retarded, Authorized Under Public Law 85-926.

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An analysis of questionnaires completed by 413 recipients of U.S. Office of Education graduate fellowships in mental retardation under the provisions of Public Law 85-926 was conducted. Recipients of university and state fellowship awards were included in the sample. The findings indicated that 95% of the fellowship recipients had had prior experiences (academic and work) in education and that 36% had taken prior work in the education of the mentally retarded or other fields relevant to the education of exceptional children. They have remained in the field of special education and have assumed increasingly responsible leadership roles in teacher training or administrative and supervisory roles (at the time the data were taken, 48.9% were involved in work in higher education in special education, 40% in local school systems, and 10.7% with state departments or agencies). The mental retardation fellows were generally satisfied with their goals. However, responses suggested that both program and student goals need to be more clearly delineated at the various levels of graduate study. The evidence indicates that the fellowship program substantially accelerated and increased the supply of a stable cadre of trained leadership personnel in the area of mental retardation for positions of responsibility at the state and local levels and in the area of personnel training. Data are provided and responses are summarized for 79 items. (Author/JD)

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**FINAL REPORT**
Proposal No. 7-1301-24
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# An Evaluation of the Impact of the Graduate Fellowship Program in the Education of the Mentally Retarded, authorized under Public Law 85-926.

February 1968

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

EC 002 476

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OFFICE OF EDUCATION

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# An Evaluation of the Impact of the Graduate Fellowship Program in the Education of the Mentally Retarded, authorized under Public Law 85-926.

Contract No. OEG-1-7-031301-5135

Dr. Jean R. Hebeler

February 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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## I. Introduction

**Problem:** Public Law 85-926, enacted into law by Congress September 6, 1958 had as its purpose "to encourage expansion of teaching in the education of mentally retarded children through grants to institutions of higher learning and to State educational agencies." Under provisions of the law, graduate fellowships were awarded to personnel "engaged or preparing to engage in employment as teachers of mentally retarded children or as supervisors of such teachers." To date no formal evaluation has been made as to the impact of the law upon the field of special education and specifically the area of mental retardation.

**Purposes:** The attached evaluation has two general purposes:

I. An investigation of the impact of the 85-926 legislation on the field of special education and specifically, the area of mental retardation in reference to a number of variables for which information was obtained on OE-2229 "Survey of Former Public Law 85-926 Fellows, Fall 1965." This information was collected by the U. S. Office of Education staff during the Fall-Winter of 1965-66.

II. An appraisal of the training programs by the fellowship recipients. This does not include references to any particular institutions but background, student goals, etc. as far as the limits of the instrument and data allow.

## II. Method

A survey form developed by the U. S. Office of Education was sent to all of the individuals who had been recipients of institutional or State Department fellowship grants between September 1958 and September 1965 under PL 85-926. 413 of a total of 480 fellowship recipients completed and returned their survey forms to the U. S. Office of Education. The information on these survey forms provided the data analyzed in this report.

An analysis of all items for which data was available and relevant was attempted according to the two general purposes indi ated above.

## III. Results and Discussion

Each question included on the questionnaire (or appropriate clusters) are presented in the following section with tabular materials and a brief discussion of the information. Attempts were made to elicit maximum information from the items by comparing information in more than one question in many instances

TABLE I

Summary of Data

| | |
|---|---|
| Total Number of Participants | 481 |
| respondents | 413 |
| non respondents | 68 |
| % response | 85.86% |

| | | |
|---|---|---|
| A. | Non-respondents | 68 |
| | 1. Addressee unknown | 14 |
| | 2. Deceased | 2 |
| | 3. Did not reply | 52 |
| B. | Non-respondents fellow data | |
| | 1. State fellows | 42 |
| | 2. University | 26 |

| | |
|---|---|
| Total Number of college and university fellows | 202 |
| Total Number of state fellows | 276 |
| Total Number of students receiving both the above | 3 |
| | 481 |

TABLE II

Average Number of Years Award Was Received

| | 1 year | 2 years | 3 years |
|---|---|---|---|
| College and University | 119 | 71 | 12 |
| SEA | 177 | 85 | 14 |
| Combined | 3 | | |

| | | |
|---|---|---|
| TOTAL: | Colleges & University | 202 |
| | SEA | 276 |
| | Combined | 3 |
| | | 481 |

ANSWERS CORRESPONDING TO QUESTIONNAIRE

5. Age at time questionnaire was returned

When analyzing the age of the respondents, one can readily see that 58.1% of the fellows were under 40 years of age while a little more than 10% of the sample was over 50 years of age; therefore it is apparent that since nearly all fellowship recipients would have at least 15 more productive years to devote to special education, the knowledge they received under the program could be well worth the year(s) spent in studying.

| AGE | NUMBER | PER CENT |
|---|---|---|
| 25-29 | 35 | 8.5 |
| 30-34 | 91 | 22.0 |
| 35-39 | 114 | 27.6 |
| 40-44 | 78 | 18.9 |
| 45-49 | 46 | 11.1 |
| 50-54 | 32 | 7.8 |
| 55-59 | 11 | 2.7 |
| 60-64 | 2 | .5 |
| 65- | 1 | .2 |
| Inc. | 3 | .7 |
| | 413 | 100.0 |

6. Sex of respondents

There were 130 females receiving the fellowship or 31.47% of the population and 283 males or 68.53%

| SEX | NUMBER | PER CENT |
|---|---|---|
| Females | 130 | 31.47 |
| Males | 283 | 68.53 |
| | 413 | 100.00 |

7. Race of respondents

95.4% were white, 2.7% Negro and 1.9% other.

| RACE | NUMBER | PER CENT |
|---|---|---|
| White | 394 | 95.4 |
| Negro | 11 | 2.7 |
| Oriental | 4 | 1.0 |
| Omission | 3 | .7 |
| Unethical question | 1 | .2 |
| | 413 | 100.0 |

8. Marital Status

The marital status of the fellows was as follows: 79.2% of the respondents were married, 14.1% single, and 5.3% divorced. Including the divorced fellows who responded to question 8b, 300 of the sample had one or more children, and the total number of children who were dependent upon their parents was 775.

| STATUS | NUMBER | PER CENT |
|---|---|---|
| married | 327 | 79.2 |
| widowed | 5 | 1.2 |
| single | 58 | 14.1 |
| divorced | 22 | 5.3 |
| none | 1 | .2 |
| | 413 | 100.0 |

NUMBER OF CHILDREN

| # OF FELLOWS | % | # OF CHILD. | TOTAL # OF CHILD. |
|---|---|---|---|
| 52 | 14.8 | 0 | |
| 54 | 15.3 | 1 | 54 |
| 108 | 30.7 | 2 | 216 |
| 76 | 21.6 | 3 | 228 |
| 42 | 11.9 | 4 | 168 |
| 14 | 4.0 | 5 | 70 |
| 5 | 1.4 | 6 | 30 |
| 1 | .3 | 9 | 9 |
| 352* | 100.0 | | 775 children |

*NOTE: 61 fellows excluded from figure: single, widowed, etc.

9. Citizenship of fellows

99.5% of the fellows were citizens of the United States and one fellow was in the process of becoming a citizen.

| | NUMBER | PER CENT |
|---|---|---|
| Citizenship | 411 | 99.6 |
| In process of becoming citizen | 1 | .2 |
| Incomplete | 1 | .2 |
| | 413 | 100.0 |

10. Financially able to attend graduate school without fellowship

Only 3.1% of the population of fellows stated that they would have been able to attend graduate school without the aid of the fellowship while an additional 16.1% claimed there would have been a possibility of their attending graduate school without aid of a fellowship. An overwhelming 68.9% would not have been able to attend graduate school without the aid of the Government Fellowship Program.

| ANSWER | NUMBER | PER CENT |
|---|---|---|
| Yes | 13 | 3.1 |
| No | 284 | 68.9 |
| Possibly | 67 | 16.2 |
| Yes, but not at this time | 48 | 11.6 |
| Incomplete | 1 | .2 |
| | 413 | 100.0 |

11. Highest degree prior to fellowship program

33.4% of the fellows had received their Bachelor's Degree prior to the fellowship program and were working towards their Master's Degree or additional certification. 48.5% of the fellows had already received their Master"s Degree and were working on a post-Master's or Doctoral Program. Thirty-six per cent of the fellows had studied special education prior to being accepted into the program while an additional 20.1% were in elementary education. The remaining fellows were distributed among many other categories. Prior to the fellowship program 25.7% of the population were regular classroom teachers and an additional 28.4% were special education teachers. The remaining fellows were distributed among many other job classifications.

| DEGREE | NUMBER | PER CENT |
|---|---|---|
| B.S., B.A. | 84 | 20.3 |
| B.S., B.A. + | 54 | 13.1 |
| M.S., M.A. | 200 | 48.5 |
| M.S. + | 72 | 17.4 |
| Ph.D., Ed.D. | 2 | .5 |
| Other(4 yr. degree) | 1 | .2 |
| | 413 | 100.0 |

Major area of study for highest degree received

| MAJOR AREA OF STUDY | NUMBER | PER CENT |
|---|---|---|
| Special Education | 149 | 36.0 |
| Elementary Education | 83 | 20.1 |
| General Education | 8 | 1.9 |
| Speciality--Art, Phys.Ed., Music | 14 | 3.4 |
| Secondary Education | 44 | 10.7 |
| Administration | 30 | 7.3 |
| Guidance & Counselling | 15 | 3.6 |
| Psychology | 50 | 12.1 |
| Others | 18 | 4.4 |
| Incomplete | 2 | .6 |
| | 413 | 100.0 |

12. Position prior to fellowship program

54.1% of the fellows had positions as regular or special education teachers, while the other 45.9% were distributed in many related occupations.

| POSITION | NUMBER | PER CENT |
|---|---|---|
| Regular Teachers | 106 | 25.7 |
| Special Education Teachers | 117 | 28.4 |
| Supervisors, Special Education | 21 | 5.1 |
| Directors, Special Education | 27 | 6.5 |
| Principals | 30 | 7.3 |
| Consultants | 13 | 3.1 |
| Psychologists | 19 | 4.6 |
| Speech Therapists | 10 | 2.4 |
| University Personnel | 25 | 6.1 |
| Others | 41 | 9.9 |
| Incomplete | 4 | .9 |
| | 413 | 100.0 |

Number of personnel supervisors

In analyzing this chart it can be readily seen that the number of fellows who had no supervisory experience prior to the fellowship program had decreased by more than 10% while the number of fellows who supervised from 1-5 personnel had increased by 10%. All other categories remained essentially stable. In studying the salaries prior to the fellowship program one can see that the median falls in the $6,000 and $6,999 range.

| # SUPERVISED | # PRIOR TO PROGRAM | % | # IMMEDIATELY AFTER PROGRAM | % | # CURRENTLY (1965 - 66) | % |
|---|---|---|---|---|---|---|
| none | 120 | 29.1 | 85 | 20.7 | 69 | 16.7 |
| 1- 5 | 40 | 9.7 | 61 | 14.8 | 66 | 16.0 |
| 6-10 | 19 | 4.6 | 27 | 6.5 | 24 | 5.8 |
| 11-25 | 40 | 9.7 | 34 | 8.2 | 35 | 8.5 |
| 26-50 | 24 | 5.8 | 32 | 7.7 | 37 | 7.7 |
| 50 or above | 29 | 7.0 | 31 | 7.5 | 38 | 7.5 |
| Incomplete | 141 | 34.1 | 143 | 34.6 | 144 | 34.8 |
| | 413 | 100.0 | 413 | 100.0 | 413 | 100.0 |

Salary immediately before fellowship program

| SALARY | NUMBER OF FELLOWS | PER CENT |
|---|---|---|
| 0- 999 | 0 | 0 |
| 1000- 1999 | 1 | .2 |
| 2000- 2999 | 4 | .9 |
| 3000- 3999 | 11 | 2.7 |
| 4000- 4999 | 61 | 14.9 |
| 5000- 5999 | 84 | 20.5 |
| 6000- 6999 | 74 | 18.0 |
| 7000- 7999 | 71 | 17.4 |
| 8000- 8999 | 34 | 8.2 |
| 9000- 9999 | 26 | 6.3 |
| 10000-10999 | 8 | 1.9 |
| 11000-11999 | 8 | 1.9 |
| 12000-12999 | 4 | .9 |
| 13000-13999 | 4 | .9 |
| Incomplete | 22 | 5.3 |

13. Full time classroom experience prior to fellowship program

Fifty per cent of the fellows had at least four years classroom experience prior to entering the fellowship program and over seventy per cent had at least seven years of classroom experience while an additional twenty-five per cent of the fellows had more than eight years experience.

| NUMBER OF YEARS | NUMBER | PER CENT |
|---|---|---|
| 0- .9 | 25 | 6.1 |
| 1- 1.9 | 34 | 8.2 |
| 2- 2.9 | 46 | 11.1 |
| 3- 3.9 | 54 | 13.1 |
| 4- 4.9 | 34 | 8.2 |
| 5- 5.9 | 47 | 11.4 |
| 6- 6.9 | 36 | 8.7 |
| 7- 7.9 | 27 | 6.5 |
| 8- 8.9 | 20 | 4.8 |
| 9- 9.9 | 16 | 3.9 |
| 10-10.9 | 12 | 2.9 |
| 11-11.9 | 9 | 2.2 |
| 12-12.9 | 10 | 2.4 |
| 13-13.9 | 6 | 1.5 |
| 14-14.9 | 2 | .5 |
| More than 14.9 | 30 | 7.3 |
| Other | 5 | 1.2 |
| | 413 | 100.0 |

14. Years of teaching experience in regular classroom

54.7% of the fellows had two years or less experience in a regular classroom before the fellowship program and an additional 28.1% had from two years to six years experience.

| NUMBER OF YEARS | NUMBER | PER CENT |
|---|---|---|
| 0- .9 | 178 | 43.1 |
| 1- 1.9 | 48 | 11.6 |
| 2- 2.9 | 29 | 7.0 |
| 3- 3.9 | 37 | 9.0 |
| 4- 4.9 | 28 | 6.8 |
| 5- 5.9 | 22 | 5.3 |
| 6- 6.9 | 11 | 2.7 |
| 7- 7.9 | 8 | 1.9 |
| 8- 8.9 | 11 | 2.7 |
| 9- 9.9 | 2 | .5 |
| 10-10.9 | 8 | 1.9 |
| 11-11.9 | 3 | .7 |
| 12-12.9 | 6 | 1.5 |
| 13-13.9 | 3 | .7 |
| 14-14.9 | 4 | 1.0 |
| More than 14.9 | 15 | 3.6 |
| | 413 | 100.0 |

15. Number of years teaching the handicapped

By far the greatest number of teachers had received their special education experience within the public schools. Of the 413 fellows, 313 had had at least one year experience in the public schools whereas only 116 had claimed they had received any of their experience in private or state residential schools.

| # OF YEARS | PUBLIC SCHOOL | PRIVATE SCHL. (non-resident.) | PRIVATE RESIDENT. | STATE RESIDENT. |
|---|---|---|---|---|
| 0 | 100 | 376 | 390 | 357 |
| .1- .9 | 43 | 9 | 4 | 9 |
| 1 -1.9 | 38 | 12 | 3 | 9 |
| 2 -2.9 | 57 | 8 | 6 | 11 |
| 3 -3.9 | 63 | 4 | 3 | 13 |
| 4 -4.9 | 46 | 1 | 3 | 4 |
| 5 -5.9 | 24 | 1 | 2 | 3 |
| 6 -6.9 | 24 | 1 | 2 | 2 |
| 7 -7.9 | 16 | 0 | 0 | 3 |
| 8 -8.9 | 9 | 1 | 0 | 0 |
| 9 -9.9 | 10 | 0 | 0 | 1 |
| 10 -10.9 | 7 | 0 | 0 | 0 |
| more than 10.9 | 16 | 0 | 0 | 1 |
| | 413 | 413 | 413 | 413 |

16. Number of years experience with trainable mentally retarded

**The experience obtained by teachers of trainable children followed almost the opposite pattern from those teachers of educable retardates. Only 48 fellows had any experience within the public school, whereas 63 respondents had gained their training with private or state residential centers.**

| # OF YEARS | PUBLIC SCHOOL | PRIVATE SCHL. (non-resident.) | PRIVATE RESIDENT. | STATE RESIDENT. |
|---|---|---|---|---|
| 0 | 365 | 388 | 403 | 385 |
| .1-.9 | 11 | 4 | 4 | 10 |
| 1- 1.9 | 15 | 8 | 1 | 7 |
| 2- 2.9 | 11 | 6 | 4 | 6 |
| 3- 3.9 | 5 | 5 | 1 | 4 |
| 4- 4.9 | 3 | 2 | 0 | 0 |
| 5- 5.9 | 0 | 0 | 0 | 1 |
| more than 5.9 | 3 | 0 | 0 | 0 |
| | 413 | 413 | 413 | 413 |

17. Teaching experience with educable mentally retarded

**Almost all the training of teachers of educables had taken place in the public schools as 294 fellows had public school experience compared to 57 respondents who had gained their professional training in private or state residential settings.**

| # OF YEARS | PUBLIC SCHOOL | PRIVATE SCHL. (non-resident.) | PRIVATE SCHL. (residential) | STATE SCHL. (residential) |
|---|---|---|---|---|
| 0 | 119 | 399 | 402 | 381 |
| .1- .9 | 11 | 2 | 3 | 7 |
| 1 -1.9 | 49 | 9 | 1 | 8 |
| 2 -2.9 | 55 | 1 | 6 | 7 |
| 3 -3.9 | 60 | 1 | 0 | 7 |
| 4 -4.9 | 35 | 0 | 1 | 0 |
| 5 -5.9 | 23 | 1 | 0 | 2 |
| 6 -6.9 | 19 | 0 | 0 | 1 |
| 7 -7.9 | 8 | 0 | 0 | 0 |
| 8 -8.9 | 11 | 0 | 0 | 0 |
| 9 -9.9 | 7 | 0 | 0 | 0 |
| more than 9.9 | 16 | 0 | 0 | 0 |
| | | 413 | 413 | 413 |

18. Experience in college level teaching

74.7% of the fellows had no experience in college teaching while only 2.4% had 5 or more years experience on the college level. 11.5% of those students having college experience either obtained it on a parttime basis or in the summer time.

| NUMBER OF YEARS | NUMBER | PER CENT |
|---|---|---|
| 0 | 308 | 74.7 |
| .1- .9 | 10 | 2.4 |
| 1 -1.9 | 17 | 4.1 |
| 2 -2.9 | 15 | 3.6 |
| 3 -3.9 | 10 | 2.4 |
| 4 -4.9 | 3 | .7 |
| 5 or more yrs. | 10 | 2.4 |
| some summer experience | 27 | 6.5 |
| parttime | 11 | 2.7 |
| incomplete | 2 | .5 |
| | 413 | 100.0 |

19. Experience in teaching special education in college

82% of the population had no teaching experience at all in special education at the college level while 1.5% had more than 5.9 years experience in the college teaching. An additional 8% of the population had obtained some part time experience in college teaching.

| NUMBER OF YEARS | NUMBER OF FELLOWS | PER CENT |
|---|---|---|
| 0 | 339 | 82.0 |
| .1- .9 | 7 | 1.7 |
| 1 -1.9 | 7 | 1.7 |
| 2 -2.9 | 11 | 2.7 |
| 3 -3.9 | 5 | 1.2 |
| 4 -4.9 | 1 | .2 |
| 5 -5.9 | 2 | .5 |
| more than 5.9 | 6 | 1.5 |
| summer experience | 25 | 6.1 |
| parttime experience | 8 | 1.9 |
| incomplete | 2 | .5 |
| | 413 | 100.0 |

20. Was your college teaching primarily in the area of education of the M.R.

17.9% of the fellows responded in the affirmative and 11.4% responded negatively.

| ANSWER | NUMBER | PER CENT |
|---|---|---|
| Yes | 74 | 17.9 |
| No | 47 | 11.4 |
| N/A | 285 | 69.0 |
| Incomplete | 7 | 1.7 |
| | 413 | 100.0 |

21. What other areas of special educatimn did you teach subjects at the college level?

369 responded NOT APPLICABLE, and the other 44 fellows were distributed over 18 different courses. For this reason, the question is not talliable.

22. Number of years full time administration or supervisory experience prior to program

58.9% of the sample responded by stating that they had had no experience prior to the program and 32.4% of the fellows had between two years and eight years experience in supervision and administration.

| NUMBER OF YEARS | NUMBER OF FELLOWS | PER CENT |
|---|---|---|
| 0 | 243 | 58.9 |
| .1- .9 | 3 | .7 |
| 1 - 1.9 | 17 | 4.1 |
| 2 - 2.9 | 22 | 5.3 |
| 3 - 3.9 | 31 | 7.5 |
| 4 - 4.9 | 18 | 4.6 |
| 5 - 5.9 | 12 | 2.9 |
| 6 - 6.9 | 15 | 3.6 |
| 7 - 7.9 | 9 | 2.2 |
| 8 - 8.9 | 9 | 2.2 |
| 9 - 9.9 | 2 | .5 |
| 10 -10.9 | 7 | 1.7 |
| over 10.9 | 13 | 3.1 |
| summers | 2 | .2 |
| parttime | 7 | 1.7 |
| incomplete | 3 | .7 |
| | 413 | 100.0 |

23. Of these years how many were in special education field?

63.9% had no experience in administration or supervision of special education prior to the program. 28% of the fellows had between one and six years experience in administration.

| NUMBER OF YEARS | NUMBER OF FELLOWS | PER CENT |
|---|---|---|
| 0 | 265 | 63.9 |
| .1- .9 | 4 | 1.0 |
| 1 -1.9 | 16 | 3.9 |
| 2 -2.9 | 24 | 5.8 |
| 3 -3.9 | 35 | 8.5 |
| 4 -4.9 | 18 | 4.4 |
| 5 -5.9 | 12 | 2.9 |
| 6 -6.9 | 8 | 1.9 |
| 7 -7.9 | 6 | 1.5 |
| 8 -8.9 | 7 | 1.7 |
| over 8.9 | 10 | 2.4 |
| summers | 1 | .2 |
| parttime | 5 | 1.2 |
| incomplete | 3 | .7 |
| | 413 | 100.0 |

24. Institution(s) attended under provisions of P.L. 85-926

The fellows attended fifty different institutions, however, nineteen of the institutions accounted for 76.5% of the total universities attended. 25 or more students attended: Colorado State College, Syracuse University, Columbia Teachers College, University of Illinois and George Peabody.

| SCHOOL ATTENDED | NO. FELLOWS ATTENDING ONE SCHOOL | NO. FELLOWS ATTENDING TWO SCHOOLS |
|---|---|---|
| Colorado State College | 39 | 3 |
| Syracuse University | 26 | 2 |
| Columbia Teachers College | 32 | |
| University of Illinois | 23 | 3 |
| George Peabody | 25 | 2 |
| Univ. of Pittsburgh | 17 | |
| Univ. of Minnesota | 15 | |
| Wayne State University | 13 | |
| Ohio State University | 12 | |
| San Francisco State Col. | 12 | 2 |
| Univ. of Georgia | 10 | 2 |
| U. of Wisc., Madison | 15 | 1 |
| University of Texas | 11 | |
| U. of Wisc., Milwaukee | 13 | |
| Penn. State University | 15 | |
| Newark State College | 8 | 1 |
| Cal. State College, L.A. | 4 | 4 |
| University of Iowa | 9 | 1 |
| University of Virginia | 8 | 1 |
| Florida State University | 5 | 1 |
| Rhode Island College | 8 | |
| Yeshiva | 7 | |



(continued next page)

| SCHOOL ATTENDED | NO. FELLOWS ATTENDING ONE SCHOOL | NO. FELLOWS ATTENDING TWO SCHOOLS |
|---|---|---|
| University of Alabama | 6 | |
| University of Denver | 5 | |
| Boston University | 5 | |
| New York University | 4 | 1 |
| University of Oklahoma | 5 | |
| University of Oregon | 6 | |
| University of Kansas | 3 | |
| University of So. Cal. | 2 | 1 |
| Western Michigan Univ. | 4 | |
| Indiana University | 2 | |
| Kent State University | 2 | |
| Michigan State University | 2 | |
| Stanford University | 1 | 1 |
| Univ. of Maryland | 1 | 1 |
| Univ. of Michigan | 2 | |
| Univ. of Nebraska | 2 | |
| Univ. of S. Mississippi | 2 | |
| Univ. of Florida | 2 | |
| Brigham Young University | 2 | |
| Central State College | | 1 |
| Northwestern St. Col., La. | 1 | |
| St. Louis University | 1 | |
| S. Conn. State College | 3 | |
| University of Miss. | 1 | |
| University of Washington | 1 | |
| University of Utah | 3 | |
| University of S. Dakota | 1 | |
| Eastern Michigan Univ. | 1 | |
| Incomplete | 2 | |
| | 399 | 28 |
| | 14 | |
| | 413 | (divided by 2 = 14) |

25. If you attended more than one institution, what was the reason?

| | |
|---|---|
| No doctorate | 8 |
| Continued education | 3 |
| Other | 3 |
| | 14 |

26. Section I or Section II Fellows

55.9% of the fellows received their fellowship under Section II while 38.3% received theirs under Section I.

| RESPONSE | NUMBER | PER CENT |
|---|---|---|
| Section I (Col. & Univ.) | 158 | 38.3 |
| Section II (State | 231 | 55.9 |
| Both | 14 | 3.4 |
| Incomplete | 10 | 2.4 |
| | 413 | 100.0 |

27. State recipients

All states except Vermont and the District of Columbia had at least one fellowship recipient, while Wisconsin was awarded twelve fellowships and Rhode Island ten fellowships. All other states were awarded between one and nine fellowships.

28. Did the institution you attended distinguish between Section I and Section II fellows?

| RESPONSE | NUMBER | PER CENT |
|---|---|---|
| Yes | 50 | 12.1 |
| No | 334 | 80.9 |
| Don't know | 20 | 4.8 |
| Incomplete | 9 | 2.2 |
| | 413 | 100.0 |

29. **Did the institution you last attended distinguish between Section 1 and Section 2? If yes, describe.**

**There were 50 responses to this question and 70% of the fellows stated that Section 1 was geared towards college teaching while Section 2 was oriented towards administration and supervision.**

| Responses | No. |
|---|---|
| Section 1 - College teaching, Section 2 - Administration and Supervision | 13 |
| Program dependent upon individual needs | 3 |
| Section 1 geared to college teaching - practicum | 7 |
| Section 2 geared to administration - supervision-practicum | 15 |
| General responses | 5 |
| Irrelevant responses | 2 |
| No comment | 5 |
| | 50 |

30. Orientation of program of study for fellows: Masters and Post Masters levels.

40.2% of the population stated that the orientation of their program was towards future positions in administration and/or supervision, while an additional 33.2% stated that their program was primarily oriented toward college instruction. In analyzing the differences between programs, one can readily see that the preparation of the fellows to become college instructors takes place at the post-master's level.

| Orientation | Masters | Post-Masters | Total | % |
|---|---|---|---|---|
| Admin. & Suprv. | 67 | 99 | 166 | 40.2 |
| College instr. | 18 | 119 | 137 | 33.2 |
| Both | 9 | 24 | 33 | 8.0 |
| College instr., research | 4 | 19 | 23 | 5.6 |
| Classroom tchr.M.R. | 13 | 2 | 15 | 3.6 |
| Other* | 15 | 24 | 39 | 9.4 |
| | 126 | 287 | 413 | 100.0 |

*- Composed of 16 specific categories.

31. Reasons for leaving program

Of the 25 students who left the program, 28% left for financial reasons and 20% left because they were dissatisfied. Other reasons for leaving the program included illness, marriage, specific personal reasons, receiving a new position and other personal reasons.

| Reason | Masters | Post-Masters | Total | Percent |
|---|---|---|---|---|
| Illness | 1 | 1 | 2 | 8.0 |
| Financial difficulties | 1 | 6 | 7 | 28.0 |
| Marriage | 0 | 1 | 1 | 4.0 |
| Personal | 2 | 2 | 4 | 16.0 |
| New position | 1 | 3 | 4 | 16.0 |
| Dissatisfied | 2 | 3 | 5 | 20.0 |
| Other | 1 | 1 | 2 | 8.0 |
| | | | 25 | 100.0 |

32. How many academic years did you hold P. L. 85-926 fellowship.

46% of the fellows held the fellowship for one year and an additional 35.3% held it for two years.

| Number of years held | Number of students | Percentage |
|---|---|---|
| 1 | 190 | 46.0 |
| 2 | 146 | 35.3 |
| 3 | 29 | 7.0 |
| 4 | 2 | .5 |
| 1½ | 10 | 2.4 |
| 1 semester | 11 | 2.7 |
| Other | 25 | 6.1 |
| | 413 | 100.0 |

33. Were you awarded a graduate degree either during participation in the fellowship program or after the termination of your fellowship?

65.9% of the fellows received a graduate degree either during participation in the fellowship program or soon after the termination of the program.

| Response | Number | Percentage |
|---|---|---|
| Yes | 272 | 65.9 |
| No | 141 | 34.1 |
| | 413 | 100.0 |

34. If yes, what degree?

Of the 272 fellows who received a degree, 41.2% obtained the Master's degree and 50.8% obtained a Ph.D. or Ed.D. degree. 27.1% of the total number of fellows received a Master's degree while enrolled in the program, while an additional 33.4% of the 413 students received Ph.D. or Ed.D. degrees. It is important to note that 65.9% of the total number of fellows received some specific degree during their enrollment in the fellowship program. This figure does not take into account the number of students who are presently enrolled in a degree program but who have not formally received a degree.

| Response | Number | Percentage of those receiving a degree | Percentage of total fellows in program. |
|---|---|---|---|
| Master | 112 | 41.2 | 27.1 |
| Masters, Ph.D. and Ed.D. | 9 | 3.3 | 2.2 |
| Ph.D. & Ed.D. | 138 | 50.8 | 33.4 |
| Certificate | 11 | 4.0 | 2.7 |
| Incomplete | 2 | .7 | .5 |
| | 272 | 100.0 | 65.9 |

35. Date the degree was received.

The distribution of the year the degree was awarded was fairly evenly distributed between 1962 through 1965. A total of 282 degrees were awarded to 272 fellows; 10 fellows received 2 degrees.

| Year | Number |
|---|---|
| 1960 | 19 |
| 1961 | 33 |
| 1962 | 51 |
| 1963 | 53 |
| 1964 | 62 |
| 1965 | 51 |
| 1966 | 5 |
| Incomplete | 8 |
| | 282 |

*NOTE - 10 fellows received two degrees.
There were 282 degrees distributed among 272 fellows.

36 a. Major and minor area of concentration for the degree.

Approximately 60% of the fellows who received doctorals under the fellowship program had a major in special education, and an additional 15% received a specific degree in mental retardation. The remaining 25% was distributed among many related areas, with 12% majoring in psychology. For the minor area of concentration, 47% studied psychology, and an additional 21% had a general area of study.

| Major - Ph.D. | Number | Percent | Minor - Ph.D. | Number | Percent |
|---|---|---|---|---|---|
| Spec. Ed. | 87 | 58.8 | General | 31 | 20.9 |
| Retardation | 23 | 15.5 | Psychology | 69 | 46.6 |
| Education | 8 | 5.4 | Spec. Ed. | 10 | 6.8 |
| Blank | 3 | 2.0 | Blank | 22 | 14.9 |
| Psychology | 18 | 12.2 | Administra. | 5 | 3.4 |
| Others | 9 | 6.1 | Other | 11 | 7.4 |
| | 148 | 100.0 | | 148 | 100.0 |

b. Institutions awarding Ph.D. under P.L. 85-926.

In total, 29 institutions awarded doctorals under the program. When analyzing this figure in some detail, one sees that 11 of the 29 institutions offered about 74% of the total number of doctorates, and an additional 39 degrees were distributed among 18 other universities. None of the other 18 universities awarded more than 4 doctorals under the program.

| Institutions | Number |
|---|---|
| Colorado State College | 27 |
| University of Illinois | 13 |
| George Peabody | 12 |
| Syracuse University | 12 |
| Wayne State University | 7 |
| University of Virginia | 5 |
| University of Georgia | 8 |
| University of Pittsburgh | 6 |
| University of Wisconsin | 7 |
| University of Texas | 7 |
| University of Minnesota | 5 |
| *Others | 39 |
| | 148 |

*Distributed among 18 other universities none of which awarded more than 4 Ph.D's. under the fellowship program.

Institutions awarding M. A. under P.L. 85-926 (#36 continued)

Thirty-seven different institutions awarded a total of a 114 M.A. degrees. 43.8% of the fellows who had earned their M.A. degree received their training in general special education and an additional 28.9% received specific training in mental retardation. Other areas of training included general education, special education administration and psychology. It is difficult to analyze the minor area of concentration for a Master's degree as 57% of the 114 students left the question blank which was probably due to the fact that many institutions do not offer a minor area of concentration at the Master's degree level.

Major - M. A. degree (#36 continued)

| Major | Number | Percent | Minor | Number | Percent |
|---|---|---|---|---|---|
| Retardation | 33 | 28.9 | Blank | 65 | 57.0 |
| Spec. Educ. | 50 | 43.8 | Psychology | 14 | 12.3 |
| Education | 6 | 5.3 | Admin. | 10 | 8.8 |
| Blank | 4 | 3.5 | Retardation | 6 | 5.3 |
| Spec. Ed. Adm. | 6 | 5.3 | Other | 19 | 16.6 |
| Psychology | 6 | 5.3 | | 114 | 100.0 |
| Other | 9 | 7.9 | | | |
| | 114 | 100.0 | | | |

37. N/A Title of thesis or dissertation.

38. Were you able to finish the degree requirements during the program?

35.6% of the fellows stated they were able to complete the program while 60.7% could not complete the requirements for their degree while under the fellowship program.

| Response | Number | Percent |
|---|---|---|
| Yes | 147 | 35.6 |
| No | 251 | 60.7 |
| Incomplete | 9 | 2.2 |
| M.A. yes/Ph.D. no | 6 | 1.5 |
| | 413 | 100.0 |

39. Are you presently enrolled in a degree program?

27.6% of the fellows are currently enrolled in a degree program and 15.7% stated that they were not enrolled in a program. A large number of respondents (26.9%) left this question incomplete. The probable reason for their incomplete answer is most likely that they received a degree prior to the completion of the program and that the question did not apply to them.

| Response | Number | Percent |
|---|---|---|
| Yes | 114 | 27.6 |
| No | 65 | 15.7 |
| Incomplete | 111 | 26.9 |
| N/A | 119 | 28.8 |
| Other | 4 | 1.0 |
| | 413 | 100.0 |

40. Are you presently enrolled in a degree program? If yes, which degree?

122 students said they were currently enrolled in a degree program. 92.7% of this group are working either on a Ed.D. or Ph.D. degree.

Major area of concentration. 69.6% of those students currently enrolled in a degree program are majoring either in special education or the specific area of mental retardation while all additional students are majoring in related areas.

41. Have you officially been admitted to candidacy?

Of the 113 doctoral students, 93 or 82.3% have officially been admitted to their doctoral program while 4 of the 5 Master degree candidates have been officially admitted to their program.

42. Degree status.

56.8% of the students had completed all their degree requirements except for the thesis or dissertation. An additional 30.5% had course work and a dissertation still to be completed. 12.7% had other requirements to be completed.

43. Has an approved topic for your dissertation been set?

43.6% of the respondents have an approved topic chosen for their dissertation while 56.4% have not had an approved topic accepted at the doctoral leve.

44. What fulltime professional experience have you held since participation in the program?

48.9% of the fellows are presently employed in some capacity at a University or College. An additional 40.4% are working in local school systems and the remaining 10.7% are in various associations for the retarded or state departments, federal government agencies or private institutions. Although it is impossible to determine the exact percentage of fellows in administrative positions, well over 30% of the population is currently employed in high administrative positions in the field of special education.

Highest annual salary after completion of fellowship program.
(Number 44 continued)

The average salaries of fellows, after the fellowship program was completed, cannot be determined because many of the fellows listed an approximate figure rather than the precise amount. However, approximately 50% of the fellows were in the $8,000 to $11,000 category. The median and mode appeared to be just over $10,000 a year.

45. Comment N/A

46/51 In your current position, approximately what percentage of time do you devote to each of the following activities?

Those respondents who were involved in special class teaching claimed they spent almost all of their time in the classroom teaching activities. When compared with those respondents who stated that they were college instructors, it can be readily seen that college instructors spend their time in many diversified activities. As a matter of fact the time spent by various college instructors in the classroom seems equally distributed throughout the various frequencies. Those respondents who claimed they did work consulting or supervising seemed to spend less than 50% of their time at that activity and then spent additional time either in college instruction, special class teaching or administrative activities than educators who are engaged in administrative functions, usually spend less than 50% of their time in that capacity and are engaged in various other functions throughout the rest of the day. It is interesting to analyze the responses of those people who claim they spent some of their time in research for 62.2% of the personnel participate in less than 20% of their time in that activity, while only 4.5% spent between 90 and 100% of their time in research. The analysis of this chart tends to support the contention that one has to be prepared for a variety of functions while attending college. Many of the special educators are engaged in numerous activities during any given day.

52. N/A

53 to 61. Analysis of fellows opinions about the emphasis or lack of emphasis on various aspects of their college programs.*

90.8% of the respondents felt that there was an adequate emphasis placed on the general area of mental retardation and only 5.1% felt there was too little emphasis placed on this category. 76.7% of the fellows claimed that there was an adequate emphasis placed on the curriculum and methodology for the mental retardation while 21.1% felt there was too little emphasis in this area. The categories of: Other areas of exceptionality (55), Diagnostic techniques and evaluation (56), Research tools and techniques (57), Administration in general education (58), Administration in special education (59), and Supervision in special education (60) were considered adequate by 64% to 69% of the fellows and were considered inadequately emphasized by 25.2% to 34.7% of the fellows. The category "Allied areas" was considered adequately emphasized by 80.8% of the students while only 14.6% felt there was too little emphasis placed in this area. No category was considered over emphasized by more than 7.4% of the fellows. In summary about one-third of the population under study considered that Other areas of exceptionality, Diagnostic techniques and evaluation, Research tools and techniques, Administration in general education, Administration in special education, and Supervision in special education were inadequately covered in their programs.

*Note: The total number of responses is different for each question, and some questions have more than 413 answers. The reason for the discrepancy is that some students attended two institutions, and both their responses were recorded. Also, some of the respondents left certain questions blank because they were not applicable to them in their graduate program.

62. N/A

63-67. Practicum opportunities offered by the various Institutions.

About 45% of the fellows considered they had adequate practicum opportunities in supervision and administration and College instruction, while 45% stated they had not had adequate opportunities in those areas. It is interesting to note that in the areas of diagnostic techniques and evaluations, research, and special class teaching, about 57% of the students felt they had had adequate opportunities for practical experiences, while about 33% felt there was an inadequate emphasis in these areas.

68. N/A

69. The rating of Institutions by fellows in respect to their training in research tools and techniques.

When comparing the ratings given by master's degree candidates as opposed to doctoral candidates, one can see a large discrepancy in their ratings of the Institution they attended. 40.4% of the doctoral students considered their colleges superior in respect to their training and research tools and techniques, while only 18.3% of the masters candidates considered their Institutions superior. A large 37.3% of the master's degree fellows considered their Institutions inadequate in their respect to their training, research tools and techniques, while only 17.5% of the doctoral students considered their Institutions inadequate for this area. This difference could be attributed, in part, to the obvious emphasis that a doctoral program would place on research tools and techniques. Preparation of master degree candidates usually is in the area of teacher training rather than research. Furthermore, many of those students who receive master's degrees attended smaller colleges that were not equipped to handle the research problems.

70. NOT APPLICABLE

71. The fellows analysis of the library facilities at the institutions they attended

Again we see a discrepancy between Masters and Doctorate candidates in their response to this question. 67.3% of the Doctorate candidates considered the library facilities at their institutions as being adequate while 48.6% of the Masters degree candidates considered their libraries sufficient. Although in rating the libraries as being below average, there was no difference between the Masters and Doctorate level candidates. 61% of the fellows responded to this question by stating that the library facilities at their institutions were average while 29.8% considered them above average. 7.7% considered the libraries below average.

72. Did the institution you attended provide adequate information for you about employment opportunities?

There appear to be no significant difference between Master and Doctorate candidates on this question. 80% of the Doctorate candidates and 75.4% of Masters candidates felt that the institution they attended provided adequate information on employment opportunities while 19.0% of the Masters candidates and 16.1% of the Doctorate candidates felt their institutions did not provide information for them about employment opportunities.

73. N/A

74. N/A

75. Major strengths of the college program-

By far the most consistent response about the quality of the graduate programs the students attended was the favorable comment about their faculty. Additional strengths considered important included the practical experiences the students had in the area of research, observation of children in operation, and other practical experiences. Many students were impressed with the institutions library, lab. school, and medical school facilities, as well as the eclectic approach many colleges used to help their students.

76. Areas needing improvement-

The most consistent complaint about the various institutions was the impracticality of the course work, while other complaints centered around the poor statistical and research presentations, the need for additional practical experience, and the lack of opportunity to conduct actual research.

77. Aspects of training most beneficial-

The fellows were generally very impressed with their programs of study. Some of the specific responses included their praise of the coursework, the specific knowledge that was made available to them in the field of mental retardation, the practical experiences available in the area of diagnosis and evaluation techniques as well as other related areas, and the broad background they received in their training.

78. Aspects of training least beneficial.

It is interesting to note that more students responded favorably to this question than to the negative aspects this question connoted. A consistent comment was, "nothing, the program was fine". On the negative side, the most frequent complaint was about the organization or content of specific courses the fellows took while under the program. Other chief complaints were centered around the statistics, research courses, poor practicum experiences, and lack of direct supervision during internship experiences.

79. N/A

## IV Conclusions

An examination of the results indicates that the fellowship program enabled the majority of the 413 respondents to pursue and in many instances complete a graduate program. The recipients indicated that this would not have been possible in any foreseeable way for well over 50% of the group (68.9%).

Since the program was offered at the graduate level the fellows had had an opportunity to do some prior career selection and in many instances gain experience directly applicable to the continuation of their study in Special Education - mental retardation. Illustrative of this observation is the fact that 36% (N=149) of the fellows had taken prior work in Special Education with all others except approximately 5% (N=20) having had prior work in General Education (Elementary or Secondary) or other specialized areas such as content fields, administration, counseling, etc. A large proportion (approximately 90%) had been working in roles in education prior to fellowship awards, with well over 50% of that group working directly with or in programs for exceptional children, for the most part in public school settings. It seems apparent that a committment to "education" and more specifically to Special Education as a career field had been made by the fellowship recipients prior to the fellowship award.

Since one of the declared aims of the fellowship program was the development of "leadership" personnel for work in School Systems, State Departments of Education and University Programs, the relationship between the information in Questions 18 through 23 to Question 44 is supportive of positive outcomes of the goals of the programs. The numbers of individuals engaged in college teaching, pre-post, increased by more than 100%. It should also be noted that the data includes some individuals who were still engaged in work in pursuit of an advanced degree (Question 40, N=122), some of whom have subsequently entered college teaching upon completion of the doctorate. 48.9% of the fellows were, at the time the data was collected, primarily involved in work in Higher Education in Special Education; 40.0% in local school systems and 10.7% with State Departments, agencies, etc. A similar pattern is found in the increase in the numbers of fellowship recipients holding responsible positions in local school systems, State Departments and other agencies.

Both Section I (College and University) and Section II (State Department) fellowship recipients were included in the study. Since it was frequently the aim of the selection criteria for State Department fellows to be prepared for administrative or supervisory roles in state or local programs rather than personnel training in Higher Education, it is interesting to note that 50 fellows (12.1%) felt their institution differentiated between the Section I and Section II fellows (Question 28). The general

consensus was that Section I programs were grand toward college teaching and Section II toward administration and supervision, indicating a consistency of intent of the granting organization, the institutions in their program planning with students, and the students.

One of the problems encountered in interpretation of the information supplied by the fellows was the combination of data on students on masters, post-masters, or doctoral programs. Obviously, the goals of programs at the various academic levels vay and the instrument structure made it difficult to elicit material by level of student. Students who were supported for Masters and Doctoral level work were not given the opportunity to respond to goals and appropriateness of program at both levels. It is assumed the responses from these individuals relate to their most recent academic experience.

Of the fellows who completed a degree while under the program (or N-272), 112 completed a Masters, 138 a Doctorate and 11 a Certificate of completion. Nine of the fellows completed both degrees. These do not include those who completed a degree program after the collection of the data. Of the doctoral candidates, 74.3% received their degree in Education with some reference, varying by institutional organization, to Special Education, Mental Retardation, etc. An additional 12.2% received their degrees in Psychology, again a possible reflection of the organizational structure of a specific institution and the placement of Special Education Programs within it.

The general consensus of the fellowship recipients was satisfaction with their programs, particularly the faculty. They felt that there was adequate emphasis on mental retardation and that there was adequate emphasis on skills relevant to their personal career goals, etc. As indicated earlier, an attempt to specifically relate fellowship recipients' goals to programs was not totally satisfactory because of the variation between goals of Section I and Section II fellows and masters. Certificate and Doctoral Programs. This may in part explain the inconsistencies in relationship to the fellows' judgment of the adequacy of practicum experiences, etc.

Recommendations for program improvement suggested by some of the respnses indicate the need for clearer delineation of program goals and student goals at the various levels of academic endeavor (Masters, Certificate, Doctorate). As has been mentioned, refinement of the data gathering instrument will improve the quality and specificity of the analysis and conclusions.

This instrument, which includes both demographic and evaluative information by the fellowship recipient should be supplemented by (a) an institutional (College or University) and (b) employing agency (first full-time position after fellowship) appraisal re: appropriateness of selection of candidate for (a) institutional expectations and general program goals; and (b) his chosen career slot. With the two components of the characteristics of the individual and his goals combined with the program characteristics, a more realistic appraisal of the total program can be achieved.

## V Summary

An analysis of questionnaires completed by 413 recipients of U. S. Office of Education graduate fellowships in mental retardation under the provisions of P. L. 85-926 was conducted. Recipients of University and State fellowship awards were included in the sample. The purpose of the analysis was: 1) to investigate the impact of the 85-926 legislation on the personnel situation in educational programs for exceptional children and, 2) an appraisal of the types of programs and experiences provided to the fellows.

The findings indicate that the fellowship recipients, for the most part, had had - prior experiences (academic and work) in Education and more specifically in the education of M.R.or other fields relevant to the education of exceptional children. They have remained in the field of Special Education and have assumed increasingly responsible leadership roles in teacher training or administrative and supervisory roles at the State or local level. The P. L. 85-926 mental retardation fellows were generally satisfied with their goals and at the appropriate various levels of advanced graduate endeavor.

The evidence indicates that the fellowship program under P. L. 85-926 substantially accelerated and increased the supply of a stable cadre of trained leadership personnel in the area of mental retardation for positions of responsibility at the State and local level and in the area of personnel training.